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# *editorial*

## *Training: a complementary factor to research making the Advancement of Women possible*

Since women represent fifty per cent of the global population and it is expected that "by the year 2025, 83 per cent of the expected global population will be living in developing countries[1], the challenge which the present generation must address with urgency is strengthening and expanding individual capacities in order to achieve equitable and sustainable political, economic, social and cultural development. In these endeavours, and because of the discrimination frequently faced by women, women should receive special support. Through its work, INSTRAW contributes to this process.

This issue of INSTRAW News (No. 27) analyzes training and capacity building, one of the two fundamental elements of its mandate received in 1975, when during the International Women's Year, the first global conference on women was held in Mexico in 1975. In addition, the International Women's Year, with a vision of the future, shaped the framework of the steps to be followed by the international community, by states and governments, by public and private institutions, by society, in general, and women, in particular.

Since then, a long course -twenty-seven years- has been followed by the women of the world and by society at large, the degree of which is insufficient in view of the magnitude of problems and, above all, in view of the disparity among the groups of women of a same country and geographic area. The disparity is even greater when visualizing the development models and their projection in the social, legislative, economic, political and cultural conditions of the people and of women. This disparity is even more dramatic depending on whether the social group has access to economic well-being or not and according to the age of its members. At the root of these differences is the quality of education and training available to all the different cohort generations, especially the existing conditions of specialized education and for the invention and adaptation of new technologies and scientific progress.

Training and competence development of human resources is the first factor of the entire development process and in the changes of people's standard of living. Along with literacy and education, the training processes and education available to society are determinant factors of the quality of development. During the last fifty years, in practically all countries, the edu-

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[1]Agenda 21, United Nations Conference on Environment and Development, 1992

cation system has experienced a considerable growth in numbers, in accordance with criteria that generally respond to political, strategic, economic, industrial or commercial objectives. In many cases, cultural and religious values are predominant and in others, historic events are modifying factors of the educational system and its content.

At the same time, in almost all countries, the phenomenon of slow and constant loss of traditional values and techniques has taken place, without allowing the destitute populations access to the means and opportunities to acquire the replacing elements with equal speed and benefit. This regressive process is clearly manifested above all among rural populations of the developing countries, and more so, in those with less development. This issue affects the male and female populations, while the latter shoulders an even more adverse retrocession due to their gender.

INSTRAW recognizes that much has been accomplished towards the advancement of women and that several very important goals have been achieved such as international instruments promoting equity and the advancement of women in addition to such considerations being found in the resulting documentation of all recent world conferences. INSTRAW also recognizes the magnitude of the problems that have yet to be resolved such as the structural and methodological differences in education and training, the overwhelming gap among the female population with access to education, training and capacity building and those who do not enjoy such opportunities. However, the new scientific and technological progress, the requirements of new production methods and the demands of the globalization process do not only present a new and more grave challenge, but will require transcendental changes in all the education, training and capacity-building programmes, so as to respond to the needs that women worldwide have at the end of the century, and above all, to achieve the equality that they so anxiously desire, which will permit sustainable development and peace for the twenty-first century.

This issue of INSTRAW News also presents articles and contributions of people from different geographical areas that have the direct experience and the academic knowledge in training and capacity building, particularly when addressing the female population.

Martha Dueñas Loza

*message from de*
# *director*

## *Women, Gender and Patriarchy: conceptual considerations for the development context*

*In this issue of INSTRAW News, we hope to begin a dialogue with our readers in the discussion of the various concepts involved in gender analysis and development planning. This discussion will continue in future issues, and we encourage all our readers to take part in the dialogue by sending comments and views.*

We begin our dialogue with the term gender because it has become a popular and widely used tool of analysis, however, this widespread usage has, at times, been at the expense of emptying it of its content. Therefore, it is not always clear what is meant when discussing gender. In this case, the concept is used within a patriarchal context to refer to unequal relations of power where men and women are attributed structurally different positions. The latter are allowed to participate in the realm of the former under predetermined terms but the reverse is almost always socially inappropriate.

The concept gender is somewhat parallel to the concept class. The latter is composed of two contradictory locations between producers and non-producers. The specific nature of the relationship between the two becomes concretized according to the way in which the production process is organized. Class and gender relations are linked to two vital areas of human activity, which historically underlie the emergence of patriarchal power structure: production and reproduction. Man's struggle to sustain and control the production process has institutionalized class relations. Within this context, men have used power in the form of violence (slave society) and contract (capitalist society) over the labour of other men. The need of a social group to sustain and control socially acceptable lines of reproduction of their species has institutionalized gender relations. Within this context, men have used power to control women's sexuality and have set limits on their behaviour. Patriarchy, then, is in essence the definition of "manhood"; the breadwinner (i.e., class relations) and protector of honour (i.e., gender relations). "Womanhood", on the other hand, is the product of a de facto definition.

The close inter-relation between class relations and gender relations account for the durability of patriarchy under alternative modes of production. The issue of male power (i.e., patriarchy) has never been questioned in the attempts for different ways of organizing production. Historically, changes in class relations have entailed an altering of power among men, without ever questioning patriarchy itself. What has been and continues to be negotiated, at the formal as well as informal levels of life, is the place accorded to women. Thus, all forms of struggle to restructure society have manifested themselves through some notion of womanhood, that is to say, the place accorded to women in society has always been central to politics.

Therefore, the attribution of female roles by patriarchal society has historically varied according to the conjuncture and the manner in which competing social and cultural forces became reconciled within the specific social formations. An enhanced notion of the female has always accompanied the diverse and sometimes contradictory images of women in their subordinate position within the patriarchal power structure. For example, the old Islamic phrase "... heaven is under the feet of our mothers" glorifies women but in their conventional female roles, and as such, gender polarity becomes emphasized and reinforced.

This *de facto* definition of women's place in society is a dialectical process: it is the source of their subordination, while on the other hand, it provides flexible grounds for negotiation, alteration and transformation, which is not the case for male identity. Gender relations, like class relations, are dynamic institutions of male power. The former have been contested through strategies developed by individual women in their everyday life, women's movements, and feminist activism.

Given such an understanding of gender relations, the concept of gender cannot be used as a synonym for the concept woman, doing so is problematic for several reasons:

1) Since gender is a more general level of abstraction within which "women" exist, using the two interchangeably is conceptually wrong. In practice, we first discovered 'woman', then theorized the concept gender, just as we first encountered the worker and then reached the abstraction of class. This nevertheless, does not change the fact that theoretically both concepts of gender and class precede their respective properties: woman/man and worker/non-worker.

2) The political implications of replacing woman with gender can be co-optation and compromise. Since gender has come to articulate mere difference in the social definition of the sexes, the structure of inequality within which differences are constructed is forgotten. Having lost its political content has neutralized the use of the concept of gender which probably accounts for its widespread usage by diverse institutions and groups.

3) From the point of view of third world countries, where the patriarchal structure remains intact, the use of gender synonymously with women can serve to conceal the latter before they have a chance to gain full visibility in public space. Women first have to gain visibility. Therefore, there is a need to exaggerate rather than just accentuate women verbally, conceptually and politically.

Consequently, the problems involved in using the concepts of women and gender interchangeably are clear. There is a specific structural relationship between the two. Furthermore, given the existing state of affairs at this time in history, gender relations continue to be constructed within patriarchal power structures, therefore, the two cannot be disassociated. Class and gender struggles have led to significant ruptures in patriarchal power relations but have not totally transformed them.

Consequently, it stands to reason that, women and gender are demarcated as interrelated but distinct concepts. Within the development context, it makes sense to maintain the original term "women in development" but approached within a gender perspective. ■

# *Education and Training:*

## *The Road to Women's Emancipation and Empowerment*

by Martha Dueñas Loza*

***It is not possible to render people completely ignorant, but it is possible to render them unable to use their intelligence causing suffering. It is not possible to render people powerless, but it is possible to render them unable to use their power causing hardship and failure.***

Chinese proverb,
from the Masters of Huainan[1]

For so many millennia, we, the women of the world, have not been allowed to fully use or have not been recognized for having used our intelligence, creativity and learning capacity. We, the women of the world, have been unable to create, solve and build-up a society where equity, harmony, respect and peace could coexist for each and every individual of both sexes, being at the same time, in harmony with nature and its resources.

For so many millennia, we, the women of the world, have been unable to freely use our power to create our own destiny enjoying equity, peace and harmony with ourselves and for ourselves. However, women's use of their limited power has been a survival mechanism to ensure the family's security, space, food and shelter.

Even the Bible, (Book of Matthew - parable of the talents), advocates the use of talent and individual capacity as mechanisms to solve everyday problems and to improve conditions, which means that throughout life in order to learn, solve and invent the requirements are imagination, alertness, curiosity and the sheer determination to overcome all the day-to-day difficulties. The women of the world, have used that capacity and imagination to solve the pressing and daily problems faced for their own survival, and that of their family, throughout the millennia, thus allowing that their gender counterpart -men- have available and ample time and resources to dedicate to the task of improving and cultivating themselves.

It is upon said framework that during the last two hundred years of industrialization, the modern concepts of formal

* *Acting Director of INSTRAW (July 1994-October 1997)*

[1] The Masters of Huainan
from *The Book of Leadership and Strategy*,
translated by Thomas Cleary,
Shambhala, Boston, 1996.
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education, training and capacity building were slowly evolving, confined to programmes designed by the representatives of the State (men) or by governmental mechanisms (for men), regarding principles defined by governments and limited to urban and architectural spaces predetermined in areas that slowly isolated students from everyday reality and problems, which continue to be taken care of by the female population.

In line with this, educational plans have been designed in ways that are not particularly conducive to increasing the long-term participation of the female population despite the increasing numbers in enrollment.

The structure of the modern form of education and training dates back to the last century shaped under the criteria of the Western Christian societies. Its rapid expansion took place immediately after World War II. At the time, the general elements were oriented towards providing knowledge and skills in issues and areas useful for the expansive industrial society, whose growth is based on gaining the maximum advantage from resources to obtain the maximum monetary benefits, corresponding to a political power scheme. This framework (and practice) has created a vital system based on permanent non-satisfaction, designed to make one desire more than what one has, much more than one can rationally consume in daily life.

*The direction and level of educational development ... and objectives are defined by the power of the State...*

This conception and education practice is in effect utilized worldwide, and will continue to be as long as the concept and objectives of social and economic development are based on the advantage of knowledge as one of the instruments of power.

The direction and level of educational development, its rules and objectives are defined by the power of the state, on the basis of a tacit understanding that schools train students to efficiently respond to the demands of the industrial and technological market. When this is not carried out the results are (i) inability to use individual talent; (ii) unemployment; (iii) marginalization; and (iv) a productivity crisis in the economy. In addition, the state is obliged to guarantee that secondary and technical schools prepare students for a future and competitive learning process. Developing countriesfollow this industrialized framework, for their regular programmes, where in the past fifty years, a noticeable increase of female schooling can be perceived.

On the other hand, these countries face the challenge of providing for the schooling needs of a high percentage of the adult population, mainly female, who have not received any of the benefits of a formal education regardless of how elementary it may have been. In general, the adult literacy programmes do not follow the

participatory tendency of formal schooling for the young, because both methods mostly reflect the characteristics of the industrial and social requirements of the end of the nineteenth century.

Latin American countries, for example, designed their education structures between 1830 and 1860 following their independence, in accordance with the principles of basic education then applicable in Spain and France. Most African countries began their education process during the 1950s and 1960s, on the basis of the heritage (more or less adapted) from the colonizing forces. Asian countries adapt their traditional structures to the structures of the colonizing city with the greatest influence in the historical and political process of the region.

None of these processes contained concrete education programmes designed for their female population. Nor do industrialized • countries, strongly influenced by the power struggle wars of the 19th and 20th centuries, offer a proper space for women's education and training needs.

Doubtlessly, women's education has received great support and attention in the last fifty years. Their training and education in terms of the requirements of the market structures, has opened the doors to practically all professions and services. In all school and university rooms, the number of females is practically the same as males. The level of school and academic performance of women increases every day. The statistics of female literacy rates are high. For this reason, it can be said that there are very important quantitative changes.

Nevertheless, education, training and competence development are not structured taking into equal consideration the specific and concrete needs of the female population. Moreover, women as citizens are not even consulted regarding the applicability and convenience of any education programme. These continue to be designed by men as defined by a patriarchal society to attend to the needs and requirements of a male society whose values, needs, uses and customs have to be preserved and to which women's ideal as a decorative and erotic element, as a reproductive and supporting factor, is praised and exploited on a daily basis by mass media, even the most modern ones.

At the end of the 20th century, there are six crucial challenges confronting endeavours to improve educational and training opportunities for women and girls. These are:

• Transition from no education to basic education. This implies

*...creating new frameworks that completely and equally integrate the specific characteristics and need of women throughout their life cycle, so as to allow women to have, after basic education, ample acces to all active learning opportunities.*

that the traditional and intuitive training and survival skills, transmitted over the centuries from one generation to another must be perfected thereby avoiding its disappearance while allowing modern education;

• Transformation of traditional and intuitive skills to structured knowledge without losing cultural identity nor the ethic values at the base of the relationship with the social habitat;

• Redefinition and substantive changes of the concepts and methods of education, training and capacity building, from being simple followers and objects to active subjects of education, being completely in charge of directing, defining objectives, establishing goals, creating new frameworks that completely and equally integrate the specific characteristics and need of women throughout their life cycle, so as to allow women to have, after basic education, ample access to all active learning opportunities;

• Emancipation by means of access and use of technological and scientific progress for women's own well-being, based on their own need as human beings, reaching outside the circumscribed areas of production and reproduction assigned to them. This emancipation mainly means that women can and should design their own technologies and define the scientific processes suitable for their gender;

• Adaptation of the actual education and training system based on economic, political and social structures of the 1950s, to the new requirements of the end of the century, and above all, to the requirements of an egalitarian society we all aspire to have no later than 2010, particularly taking into account the instability of labour markets, the capricious and constant fluctuation of capital, the slow disappearance of social security schemes and the appearance of new forms of exploiting cheap manual labour;

• Empowerment, creating new concepts of power, equilibrium and justice, based on gender equality, civil harmony and non-violence, equal opportunities and non-exploitation, equal use of natural resources, and complete exercise of civil and democratic liberties.

While science and technology advance with giant steps, while man manages to unveil the mystery of far away planets, there is nothing to make them happier and to foster harmony. One could ask why in the road to progress have men forgotten their capacity to love and to be kind. Societies are submerged in all kinds of physical, psychological, emotional, economic and social violence. Extreme poverty is violence inflicted on a large percentage of the world's population; military mines are destroying the lives of innocent civilians.

We the women of the world, we long to attain quality of life, a higher level of sustainable development and equal opportunities, without losing our intrinsic capacity of love and compassion. ■

# Identity Politics:

## *Implications for gender analysis policy and training*

by Yakin Ertürk*

### *Introduction*

Since the mid 1980s there has been a sharp shift in academic debates, the agenda of advocacy groups and activists as well as public-consciousness, from a concern for citizenship, equality, and welfare to notions of empowerment, equity and governance. This shift in values, while revealing the recognition of cultural pluralism - i.e., diversity rather than uniformity- has placed "identity politics" at the centre of competition over power, whether in hot pursuit (such as in former Yugoslavia or Algeria) or parliamentary democracies (such as in Canada or Turkey). The ideologically polarized class struggles of the 1960s and 1970s appear to be replaced by a dispersion of conflict around fractured identities. The break up of the Soviet Union and the socialist block, which were reminiscent of the polarized world order of the cold war era, brought to attention the force of micro-national and ethnic identities as a base for identity politics and social conflict.

In this article, identity politics will be defined as the legitimate right to produce alternative definitions and symbols of identity in public space. The inability of most national regimes to create a common polity of identity, that is inclusionary of diversities, has intensified the competition over such a right. New and conflicting actors are now on stage; the basic actors being the state, community and the individual.

The logical questions that follow this observation are: why are we so pre-occupied with issues of identity at this juncture in history? What accounts for the shifting of loyalties from a central state authority to those symbolizing traditional forms of solidarity? Just 30 years ago 'world citizenship' appeared as an attainable goal to strive for. It was assumed that modernization, which meant organizing state/community/individual relations around universal values of citizenship, would eventually pave the way for a world without borders. But this has not materialized, instead modernization rapidly became globalized, i.e., the contradictions of capitalism have transnationalized.

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[1] An earlier version of this paper was presented at the Socio-Economic and Gender Analysis (SEGA) Inter-Agency Review Meeting, Pearld River, New York, (5-9 March 1997)

*INSTRAW Director

While this is enabling the flow of capital across national territories, for labour, new borders are emerging. The new tensions between labour and capital have invigorated particularistic modes of solidarity and has placed identity politics at the centre of reconstituting the relations between the state, the community and the individual. The group rather than the state is emerging as the focal point of loyalty, welfare and notions of justice.

The changing character of identity formations, from universal/national to fractured/tribalizing, has direct implications for the status of women, in particular, and for gender relations, in general. The term gender[2] is used here within a patriarchal context that entails unequal relations of power where men and women occupy structurally different positions. Two vital areas of human activity fall directly under the domain of patriarchal power relations: production and reproduction. Man's struggle for control over the production process has institutionalized class relations, where men have used power in the form of violence (slave society) or contract (capitalist society) over the labour of other men. The efforts of a social group to ensure socially acceptable lines of reproduction of their species has institutionalized gender relations, where men have used power to control women's sexuality. Thus, patriarchy in its essence is a definition of male identity: the breadwinner (class relations) and the protector of honour (gender relations). "Womanhood", on the other hand, is a *de facto* ascription which is subject to change according to the conjuncture and the specific orientation of the male power structure. As such, the status accorded to women in any society has always been a matter of negotiation in everyday life as well as in efforts to transform society. Conversely, this is never the case for male identity. Historically, all forms of competition for power have witnessed an altering of power among men while preserving the institution of male power intact. Similarly, with the exception of feminism,[3] the discourses involved in the competition over identity politics today are inherently patriarchal.

Their politics become discernable and transparent in the images of women they project and promote.

This article will focus on the trends of change from modernity to globalization in examining how 'identity politics' diversifies and constructs alternative models of female identity with a claim for legitimate representation in the public domain. Such an approach provides a macro level analysis, which obviously is far removed from the more concrete levels of policy and training concerns. It is hoped that the discussions herein will help bridge the gap between the abstract level of analysis and the concrete levels of policy and training.

### *From Modern to Global Forces of Change*

For the purposes of simplicity the concept of change is used to depict the shifting patterns from what has been known as the process of modernization and to what is precariously referred to as globalization. Both concepts, in essence, are associated with the

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[2]For a more extensive discussion, see Message from the Director in this issue of *INSTRAW News*.

[3] The term feminism is used to refer to autonomous women's movements that aim to challenge patriarchal relations.

Great Transformation, a term Karl Polanyi used to describe the rise of modern capitalism[4]. As is all too well known, this fundamental turning point in human history involves the institutionalization of patriarchal class relations beyond the boundaries of the local and the traditional, creating uniform patterns and linking localities into a hierarchical "world-system". As opposed to the overall standardizing tendencies of modernization, globalization inherently contains the contradictory forces of uniformity and diversity. Consequently, the change involved in the shift from modern to an increasingly globalized world order necessitates a fundamentally different arrangement in the relations between the state, the community and the individual. The implications of these trends for the manner in which identity is constructed at the societal level and its impact on women and gender relations are direct and fundamental. Two types of trends –universalizing and diversifying – will be examined, insofar as their impact on women, below.

### *Universalizing Trends*

At a very basic level, modernization can be understood as the creation of national economies through the transformation of a subsistence (traditional) to a market (modern) economy, with the national state as the focal point of change. Identity formation is monopolized in the hands of the national state, which is assumed to serve the common good and welfare of its citizens. The ideological legitimization of the modern society is thus based on the principle of equal citizenship rights under the rule of law.

Within the formation of the modern national states, women comprised one of the problematic categories in need of integration into the concept of citizenry. In most cases, a woman's citizenship status embodied contradictory elements. Notwithstanding many exceptions, while women gained recognition as individual citizens in the capacity to vote, run for office, take employment, hold property, etc., in other spheres of life, their right to exist in their own right met with strong resistance. These are areas that are in close proximity to the core values of patriarchy, the family being the most fundamental. The nuclear family constituted a strong institutional base for expanding the authority of the central national state across its territories. Men, as members of modern society, not only complied with their citizenship rights and obligations but, as heads of their households, complied with their patriarchal rights and obligations. In the private domain, therefore, men became the mediators for women's participation in society. Thus, patriarchy not only proved to be compatible with modernization but it facilitated its ability to integrate women into its ranks without disrupting the gender structure.

Modern society was built on the principles of rational/legal rules of government, which by definition meant a rejection of the traditional. Therefore, the oppositional dichotomy of modern versus tradi-

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[4]The change from modernization and globalization has been perceived by some observers as a movement towards a new epoch in human history. The two concepts are used here to depict an interlinked process where the contradiction between labour and capital is sustained but at a different structural level. For further discussion of the former see P. Worsley (1986). *The Three Worlds: Culture and World Development.* London: Weidenfeld and Nicholson; and for the latter, B.R. Barber (1996). *Jihad vs. McWorld.* New York: Ballantine Books.)

tional carried with it the direction or goals of development as well as its criteria. Thus, development came to be associated with diffusion and adoption of modern ways (economically, socially, behaviourally and psychologically). Accordingly, women became categorized into two distinct groups: the modern and the traditional. The former became the role model for the latter. It was assumed that the eradication of traditional ways of life would bring about modernity and progress. Access to channels of modernity, however, always remained restricted by class particularly to third world rural women. As a matter of fact, market integration (i.e., modernization) in the third world often excluded rural women from the domain of new technology, knowledge, and institutions, while at the same time increased demands on their labour. This perhaps was the main contradiction of modernization: imposing an unilinear direction of change and yet keeping access to the means of change restricted. In other words, the goals set forth by the modernization project were uniform and universal but the means of attainment could not be universalized. Therefore, it has become apparent that the equal participation of all citizens in the mainstream society is an unattainable project of modernization.

As long as the distance between the modern and the traditional could be maintained, the issues of identity as well as that of inequality were relatively unproblematic. However, the dialectics of modernization worked to bring the two into close encounter. Large-scale population movements and the creation of urban ghettos challenged the demarcation between the modern and the traditional. The modern did not wipe out the traditional but they became subsumed within each other. This proximity brought forth the inherent contradictions of modernization into the open. The polarized ideological responses to the economic and social tensions of modern society, which dominated the cold war era, have withered away. Conflict is becoming ever more dispersed, transgressing the conventional boundaries of class and citizenship. Confrontations since the 1980s have revolved around ethnic, religious and gender differences. The assertion of group specificity, which was thought to be buried in history, has reappeared as the primary determinant of identity formations in the globalizing world. Fractured oppositions, as opposed to the binary oppositions of modernity, are implanting themselves into the character of the emerging social order.[5]

### *Diversifying Trends*

The coming of the 21st century is revealed by the new division of labour between capital and labour, where the former has become mobile and global, and the latter stationary and local. The emerging trends indicate that supra-national state institutions of the global market are in the forefront as the new agents of change. Globalization, therefore, is a process of transformation from national economies to a global economy. The ideological legitimization of globalization has often been per-

[5]See Ertürk, "From the 'Cold War' to the 'Hot Peace': Women at the Centre of Conflict" in Women and Human Settlements in Conflict Zones. INSTRAW: Santo Domingo, 1997)

ceived as the creation of a "human society" of diverse cultures, ethnic groups, and belief systems. Transnational movements of the past decade, particularly in the fields of environmentalism and feminism, may be seen as indicative of what some have called "globalization from below"[6]. However, the transnationalization of identity for all members of the "human society" is jeopardized by several persisting social forces:

1) differences of language among working-class masses of the world;

2) growing inequalities across the globe between nations, classes, ethnic groups, women and men; and

3) collective memories of antagonistic histories among different groups. Hence, contrary to its ideological underpinnings, globalization is inherent with fragmentation and new forms of conflict, bringing into the realm of politics conflicting actors with a claim for power over public representation. In conjunction with the emergence of alternative centres of power and the revitalization of particularistic discourses, the socially acceptable space for women is becoming fragmented and diversified. Localized groups, representing cultural, religious and ethnic specificity, rather than the national state are taking over the legitimate right to define the symbols of identity in public space. The fragmentation of women's identity in the emerging new order, however, exists within polarizing as well as unifying tendencies, i.e., women are offered different images within their respective group yet they occupy the same location vis-à-vis the patriarchal structure where female identities are produced. It is with regard to the latter that women are connected across discourses, cultural groups, classes and nationalities.

As discussed above, modernization basically entailed the subjugation of local power to state authority thereby undermining the control of the individual by the collective group, be it the tribe, the extended kinship network, the religious sect/cult, or the local community. The monopolization of authority and power by the state, no doubt, has had drawbacks. However, historically speaking, the emergence of the modern national state signifies the transformation of the 'individual the subject' to that of the 'individual the citizen'. The latter differs from the former in that it is internal to the governing body and the principles of the rule of law. It is this acknowledgement of individual space that has made the quest for equality a real possibility. Modernization then carried the contradictions that enabled women as well as other excluded groups to capture an opportunity to force the boundaries of existing hierarchies. Within this context, despite continuing inadequacies much has been accomplished in gender equality worldwide.

In contrast to the centralizing tendencies of modernization, globalization entails decentralized forms of governance and the revivalism of centres of local/traditional power in determining identity politics. The collective group rather than the individual become the building block of society. The individual's loyalty shifts from the state to centres of power below (group solidarity) and above (transnational solidarity) the central-national state. Perhaps it is the very weakening of

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[6]See R. Falk. "The Decline of Citizenship in an Era of Globalization". Paper presented at Globalization and Citizenship: An International Conference, United Nations Research Institute for Social Development (UNRISD), Geneva, 9-11 December 1996.

the central state that offers an opportunity for the spread of greater liberty and expression of alternative lifestyles. However, where an economically based and organized civil society is weak or lacking, as is the case in third world countries, this may imply the strengthening of totalitarian centres of power. Furthermore, culturally, ethnically and religiously legitimized spheres of existence whether in the north or the south, tend to be gender biased. Particularism, thus reigns over the equality principle of the rule of law, leaving women completely subjugated to the will of the corporate body of their cultural group.

New centres of power who are promoting identity politics are often quite keen on mobilizing women into their domain, needless to say, not always to the advantage of the latter. Culturally and religiously bound criteria of rights pose a major threat to gender equality. Traditional notions of gender are based on what is assumed to be the natural difference between women and men, therefore, justice and rights are perceived within the context of equity rather than equality. This was a major source of debate during the Beijing conference where some government representatives placed strong reservations on the principle of equality between women and men.

Nevertheless, despite the obvious risks involved in particularistic movements, they have offered new space for the active participation of women in public space[7].

The very fact of inclusion and the diversification of legitimate women's images in civil society create ruptures in the patriarchal order. In the long run, emerging contradictions empower women to develop emancipatory strategies. These strategies are especially significant for expanding women's rights to exist as individuals, for creating gender-sensitive public opinion, and for putting strong demands on state institutions to respond with greater commitment to gender issues.

Global trends, therefore, while threatening the gains made thus far in gender equality, also offer an opportunity to restructure gender relations as the diversifying trends rupture patriarchal hierarchies. In other words, global trends embody equally strong tendencies either towards the greater subjugation or the greater emancipation of women. To ensure that history takes the latter route requires better knowledge through comparative research, better analysis, better policy and better action.

## *Implications for Policy and Training*

Although essential for instituting positive change for women, gender analysis based on identity politics is too macro and far-removed from offering practical tools to influence policy and training. Furthermore, enhancing the instrumental value of such an analysis requires increased insight based on comparative case studies. Meanwhile, given the implications of this analysis, the following are some suggestions that could be taken into consideration in linking such analysis to policy and training concerns.

1) With the diversification

[7] I. Bakker argues that "...the shift to a new cultural, economic and political order exposes a greater number of women to direct market forces..." bringing about substantive changes in the structure of the economy and gender relations. "Identity, Interests and Ideology: The Gendered Terrain of Global Restructuring" in Stephen Gill (Ed.) *Globalisation and Democratisation: Structural Changes and the New Multilateralism*. Basingstoke: MacMillan/Tokyo: UNU Press, 1997.

of the formation of identity politics, central governments may be less inclined to initiate interventions in areas which may be considered the domain of alternative power blocks or state initiated programmes may be overshadowed by conservative appeals. The very fact that coalition governments are becoming more and more the norm complicates the matter. An increased number of women at all levels of decision making can have a positive impact on counter balancing these tendencies. In this regard, interim policy measures, such as quotas for women, would contribute to increasing women's visibility and their direct participation in decision-making processes.

2) The needs of collective groups may gain priority over gender relations creating distinct and even antagonistic categories of women, which would jeopardize possibilities for consensus and collective action among women. Policy and programmes of action that focus on and foster common areas of concern rather than differences can be instrumental in starting a dialogue among diverse women's groups.

3) The diversification of legitimate models of women's identity in society creates new contradictions and leaves 'neutral zones', i.e., areas unidentified by dominant discourses. These neutral zones provide an opportunity for women to challenge conventional expectations and to impose their own definitions. However, given the strong patriarchal structures that have become politicized, it is not likely that this can be accomplished through the initiative of individual women. This is where development interventions can make some impact. Through identifying these neutral zones and organizing women around common interests, women's space can be expanded. An organized civil society can act as a force to keep human rights issues on the agenda and pressure state institutions to take measures towards ensuring the rights of every individual. It is apparent that the challenge for the immediate future lies in developing "politics of identity" that is inclusionary of diversities to combat the fragmenting impact of "identity politics". This would ensure the expression of differences among nations, classes, ethnic groups and the sexes without compromising the human rights of the individual.

4) Given that gender relations are constructed within patriarchal power relations, the enhancement of women's status and changing gender roles would unavoidably require a de-construction of patriarchal hierarchies and a de-mystification of masculinity. At the policy level, this calls for a threefold approach: a) adoption of gender perspectives in overall policy making; b) gender sensitizing through training of men and women; and c) bringing men into a dialogue to address the problem of gender inequality as "their" problem and not only that of women. In other words, focusing on men's role as well as women's role is a crucial component of restructuring gender relations to achieve gender equality.

5) Last but not least, at the international level, the United Nations bodies and agencies along with the newly emerging global institutions can play a role in promoting policy and action to ensure a global social contract. Of particular concern for women are the problems emanating from trafficking, temporary/seasonal migrations across national boundaries, displacements caused by environmental and political strife, among others. Implications of the above analysis for policy at the international level is relevant in terms of the need to;

a) bridge the gap created by globalization in the regulatory system, and

b) building up the legal infrastructure for a global civil society. ■

# Gender, Training and Capacity Building

by Irene Tinker*

Over the last twenty-five years, the development community has come to accept the idea that programmes must be planned and implemented with an understanding of their differential impact on women and men. Intent is one thing, instituting successful projects is another. Many programmes have been analyzed and much research conducted in an effort to provide practitioners with guidelines and models to accomplish more equitable outcomes. As the field becomes ever more sophisticated, two trends are evident that tend to obscure rather than clarify promising approaches to enhancing women's quality of life: an increasing gap between scholars and practitioners, and a view of women that excludes family and community. These trends confuse recipients of training programmes and often predict less than successful programming.

## *Gap between scholars and practitioners*

While both scholars and practitioners appreciate the wide variations of gender roles globally, scholars emphasize the differences while practitioners seek parallels and similarities. Rapid economic transformation, and its effect on cultural and social diversities, further complicates the establishment of guidelines. Indeed, situations change so swiftly that even in the same geographic space, programmes that improve women's lives in one instance may be disadvantageous to them in another.

In an effort to understand what works and what does not, development agencies often employ academics as consultants, and frequently select professors of women's studies without recognizing the tremendous variety of approaches within this field. On most campuses in the United States, women's studies are dominated by the humanities with its questioning of essential characteristics of woman and its celebration of the individual voice. Intellectually challenging with its discourses on language and meaning, this post-modern thought makes the project of coalition building and action increasingly difficult. Empirical studies on women are more likely to be done by women teaching in professional schools or social sciences. The majority of women's

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studies scholars focus their work on the United States itself with the result that many theoretical constructs become too narrowly based on the US experience. The result is a body of challenging theory that suffers from ethnocentric biases.

Professors who teach about women and international development remain a small minority in women's studies or in international courses. A study undertaken for INSTRAW by the US Council for INSTRAW in 1989 collected syllabi of courses in the United States that could be described as Women and Development. The study found over 100 courses that were being taught, in rural sociology, urban planning, and regional studies departments, occasionally in geography or anthropology or women's studies. It is doubtful if the number has substantially increased today.

Concerned with the limited international understanding that characterizes many women's studies courses, but also concerned that university courses about international history, politics, law, economics, culture, or development continue to be taught without much attention to the vast literature about women, the Ford Foundation has funded ten US universities to participate in a curriculum project that attempts to integrate women and gender into international courses and international issues into women's studies. Many campuses invited women's studies scholars from other countries to participate in workshops, a move that led to a reexamination of many theoretical constructs and to a realization of how far scholarly discourse has moved from the earlier days when ideas were widely accessible to activists.

***Despite the fact that using the term "gender" emphasizes family and societal influences on individual women, much scholarship focuses so completely on the woman that her role in family and community is undervalued.***

For example, the academy has promoted the use of "gender" in development programming as well as on campus. This valuable concept emphasizes the many facets of an individual's identity: class, age, education, ethnicity, ability, etc. Unfortunately, not only does the term muddy the clarity of programming but it is extremely difficult to translate. In Vietnamese, for example, there are several words currently used, but most Vietnamese still hear the word as "sex".

Used correctly, "gender" means both male and female, but too often the term is used interchangeably with "women", a practice that undercuts any political statement about women's common concerns around the world. Using "gender" correctly requires increased exploration of male roles and actions in order to understand their reaction to development. What are the foundations of men's claim to privilege without responsibility? What explanations can be given for increased drinking and domestic violence occurring worldwide? I believe serious studies of

male dilemmas in societies undergoing rapid economic transformation is essential for understanding women's condition. Politically, using "gender" undercuts the global women's movements for human rights, rights to land and housing, support for child care activities, and other issues of common concern to women globally.

### *Women alone*

Despite the fact that using the term gender emphasizes family and societal influences on individual women, much scholarship focuses so completely on the woman that her role in the family and community is undervalued. This trend has its roots in the extreme individualism embedded in North American and North European value constructs. Demands of family constrains men and well as women, but kin networks are essential for survival among the poor and provide valuable sources of information and support for all.

An exhaustive study of Street Foods in nine countries showed that except in countries of Africa where separate budgets are customary, this microenterprise is a family affair. Even in Nigeria and Senegal, women kin were important to the success of women street food vendors (Tinker 1997). Research on the use of loans from the Grameen Bank show that many are used by husbands; more information is needed before such practice is condemned. An unemployed man who uses his wife's loan for a pedicab (bicycle taxi) means greater family income and enhanced respect for the woman who provides the access to the loan.

### *Conclusion*

Research and training about women in development needs to recognize the various roles, both supportive and conflicting, that different family and kin members play. The impact on the welfare of the group and the community often predicts whether projects for women will succeed or fail. Clarity of the purpose of projects needs to be sustained and academic constructions of knowledge limited to more scholarly purposes. ■

# *Participatory training methods:*

## *what does it mean?*

by Els Postel*

***In an Indian village, a group of women sits in a circle to talk about healthcare and reproductive rights. They start with drawing, a larger-than-life-size picture of a naked woman is in the middle. Then one by one, first shy and giggling, gradually more and more serious, they point out where in the body they feel pain or insecurity and where pleasure and positive feelings are located. After carefully listening, the trainer begins answering questions and passing on the information and knowledge they need.***

The Platform for Action of the Fourth World Conference on Women emphasizes education as 'a human right and an essential tool for achieving the goals of equality, development and peace.' Formal and non-formal education and training for girls and women is the key to their participation in decision-making in society and one of the best means to achieve sustainable development.

At the World Conference on Education for All held in Thailand in 1990, the gender gap in access to education became an item on the international agenda for the first time. In the same year, at the World Summit for Children, the promise was made that universal access to basic education would be in effect by the magic year 2000.

According to a recent UNICEF Report (*The Progress of Nations*, 1997), most countries are falling short of this promise. Although some progress has been made in quantitative terms, almost one billion adults in the world are illiterate, and two thirds of these are women. About 140 million young people are currently not in school, the quality of education in many countries is deficient and gender disparity persists. Still, education for girls and women is a key component in empowerment and a weapon in their struggle against violence.

Where the formal system fails to reach out to a large part of the population and is unable to provide a kind of education that is relevant in people's daily lives, non-formal and adult education have a counteracting part to play (Helleman, 1992). The gender gap in education of this century will leave its traces way beyond the year 2000. Access of adult women to

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relevant information, knowledge and skills will largely depend on the circuit of women's groups and NGOs in the South who have already developed experience in organizing training in literacy, relevant skills and awareness-raising.

Training courses and training modules have been developed by many agencies over the last decade, INSTRAW included. Most of these are oriented towards specific groups of for instance farmwomen, small businesswomen, group leaders, etc., or are given in combination with the transfer of technology. Unfortunately, there is little sharing of information and hardly any research into the quality of the training or the long-term effects of one or the other method.

At present, participatory techniques are increasingly being employed in popular education, notably in women's groups. The ideas of Paulo Freire on the link between education and the liberation of oppressed groups have become widespread. In principle, participation (which should not only be required from the side of the receivers) opens up possibilities for a more respectful communication between trainers and trainees than is implied in the tradition of education -which literally means something like 'uplifting'. In this sense, local women are not seen in the beginning as empty vessels who should be filled in the shortest possible time with knowledge or consciousness, but as persons with a background and ideas worth listening to.

***The gender gap in education of this century will leave its traces way beyond the year 2000.***

It should be realized that putting a participatory method into practice is far from easy. It requires an unusual capacity for learning and adjustment from the side of trainers and is very time consuming. After eight years of experience in observing and supporting participatory projects with women in Sri Lanka, Kamala Peiris concludes: "people's participation ... can only be made possible even to a limited degree by the indefatigable efforts and countless hours of sweat, toil and sacrifice by dedicated mediators who nevertheless are content to be unassuming and nameless, not leading from the front but supporting from behind" (Peiris, 1977).

Such a high standard of quality will be a rarity in the field of informal education. In order to prevent 'participation' from becoming just a fashionable term, it would be necessary to exchange more such experiences and evaluations. No doubt participation, although rewarding in the end, may put a heavy burden on trainers, who are usually outsiders. Listening to people takes more endurance and patience than talking to them. However, it is a precondition for creating an atmosphere in which self-esteem and the ability to take full part in society can grow. ■

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# Training and Capacity Building for the Empowerment of Women:

## *Challenges and options for the future*

by Deborah Kasente*

The empowerment of women has been conceptualized in various ways. Kabeer (1994) defines the concept of empowerment as "the power to define priorities" and refers to it elsewhere as "the process of enfranchisement". The same publication points out that while there seems to be general consensus on the category of needs that are important for empowering women, the challenge is how such needs are identified and met. Effective elements towards women's empowerment include; use of participatory modes of needs identification and prioritization; ensuring that rules and practices applied do not have exclusionary implications for women; perceiving women as socially constrained but competent actors; putting emphasis on new forms of collective awareness and association; and strengthening women's own ability to mobilize around self defined interests. The process of facilitating empowerment should work from the premise that empowerment cannot be given, it must be self-generated. The preferred approach, therefore, should be to provide women with enabling resources that will allow them to take greater control of their own lives.

Experiences in the Africa region can only confirm the orientation articulated by Kabeer. A number of initiatives have attempted to facilitate empowerment through gender-sensitive training and capacity building with varying degrees of successes and challenges. This brief paper will share two of such experiences which use gender training as a tool for capacity building; one from Makerere University, Women Studies Department using an academic approach and the other from the Gender Experts Network (GEN) which has targeted the women's movement constituency. The paper will focus mainly on challenges and options for the future using lessons from the two initiatives.

The Women Studies Department of Makerere University and the Institute of Development Studies (IDS) at the University of Sussex have been jointly running a gender training initiative at Makerere, targeting development workers in key positions in the region.

The initiative aims to equip them with conceptual and practical skills to meet African development needs and to train future trainers in various course modules so that they can subsequently constitute a core

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of training resources to sustain the effort for the future. The basis for this joint venture was a realization from literature and practice that the processes by which gender inequalities are created go beyond household and family relationships to a different range of institutions. Despite the fact that training needs assessment was done to determine the details of the course, the first evaluation recorded successes but also exposed challenges to be addressed before gender-aware practice can be taken for granted.

The analysis of benefits to the institutions indicated that impact could only be explicitly observed in institutions that were already gender focused, where needs were more in the area of gender analysis skills. For the well-intentioned organizations which still need to be convinced that gender-aware practice helps to avoid the social costs of inequality, a promising dialogue has begun but much more still remains to be done to convince them. The challenge for the future is to identify what capacity building is required and what must go hand-in-hand with gender training to meet the region's development needs. Our findings from

*... empowerment cannot be given, it must be self-generated.*

the first course indicated that benefits to the individual participants out-weighed those to the institutions. While this may not be a bad thing, the challenge for the future is to make more substantial impact on institutional practices.

Participants said they would never be the same again after such an intense exposure and they also revealed that awakening their analytical skills had made them realize the following challenges:

•some concepts met for the first time during training could not be understood at a level necessary for implementation

•acquiring gender analysis skills on top of other professional skills limited time to implement gender activities in the present job descriptions

•resistance to incorporate gender at institutional level is still a tough fight. lack of lobbying skills was å very big set-back in working for institutional change

In a more recent initiative, gender experts across the region formed GEN, having been convened by African Women's Development and Communication Network (FEMNET) and the Royal Tropical Institute (KIT) of the Netherlands to develop strategies for working together in the future. This effort is a response to persistent skepticism and lip-service to gender equality which has been observed to varying degrees in different countries. The main tasks identified by this group of experts in capacity building as a means to implementing specified activities are as follows:

•to strengthen South/South and South/North partnership through GEN, Femnet and KIT

•to understand dimensions of power from a gender perspective in the African context

From these two initiatives and many others that promote South/South and South/North partnership, the biggest challenge is to demonstrate concretely that these training and capacity building initiatives are making a difference in the

lives of the numerous urban and rural poor women and men in the region. If we go by current evidence of increased poverty, especially among rural communities, there is need to rethink the current strategies to strengthen capacity for gender mainstreaming in different levels of institutions and to develop indicators to monitor how effectively gender training content and methodologies are bringing about social transformation.

The options to existing efforts that need to be fully developed point towards going beyond training. The three major options that have been discussed in different fora in the region include:

•Combining gender training with other key elements of a framework for integrating the power dimension into gender programming which include advocacy skills.

•Mobilizing the poor and giving them direct training in survival and development skills tailored to their specific needs.

•Creating an African women mass movement to lobby for political support. ■

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# Competence Development for the Promotion of Gender Equality in Development Cooperation:

## *The case of the Swedish International Development Cooperation Agency (SIDA)*

by Carolyn Hannan-Andersson*

SIDA recently completed an Action Programme for Promoting Equality Between Women and Men in Partner Countries (April 1997). The Action Programme places increased emphasis on competence development for achieving the goal of promoting gender equality. A comprehensive competence development programme needs to be set in place to ensure the development of adequate awareness, commitment, knowledge and capacity among all personnel and consultants working with development cooperation programmes through SIDA.

### *A broader perspective on competence development*

While gender training remains a key instrument, the focus on competence development goes beyond formal training. It is important to identify and utilize other strategic entry-points and instruments for competence development. This includes both utilizing existing entry points such as regular staff meetings as well as creating new entry points through establishing working groups around key issues, providing executive briefings on request and organizing a series of seminar. Theatre is an effective instrument that is little tried in competence development within development cooperation agencies although there is some positive experience of its use in partner countries.

A broader focus on competence development requires focussing on the competence profiles developed for different sectors and issues. Competence for promoting gender equality needs to be recognized as an important area of professional competence. Management in departments and divisions has the responsibility to ensure that all personnel and all consultants have this professional competence. Where gaps exist they should be rectified. In new recruitments, emphasis should in the future, be given to gender equality competence in all sector areas.

### *Partnerships demand new competencies*

In particular, the strong focus in Swedish development cooperation on partnership

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requires an alternative approach to competence development. An important implication of the partnership strategy is that there should be clarity in relation to roles and responsibilities between SIDA and partner countries. Since ownership for policies and projects/programmes should rest with partner countries a new type of capacity and skills is required within SIDA in relation to gender equality. SIDA does not carry out the analyses, prepare proposals or make annual plans and reports. SIDA personnel and consultants have to develop the capacity to:

- assess policies, proposals, plans, reports, etc. from a gender equality perspective;
- initiate a constructive dialogue if attention to gender equality is not adequate;
- assess the need for competence development for promoting gender equality within partner institutions and find ways to provide support if needed;
- acquire adequate knowledge of the local situation in relation to gender equality and develop effective networks at local level. SIDA's competence development programme needs to take these new competency requirements into account.

### *Tailored competence development inputs*

Competence development inputs should be tailored to meet felt needs of different groups within SIDA. The needs of management are not the same as the needs of those working at project and programme levels. Management needs inputs focussed at the overall policy level rather than specific analysis techniques. Management is less likely to commit several days to competence development. For this reason a series of half-day seminars over a one-year period has been developed to meet the competence development needs of top management. The Gender Equality network, which is composed of the Resource Persons for Gender Equality in departments and divisions throughout SIDA, requires another form of competence development. Apart from considerable development of knowledge and analysis methodologies, they also require inputs for the development of catalytic and advisory skills.

Responsibility for competence development is decentralized throughout SIDA. Management in departments and divisions should ensure that all personnel and consultants have the necessary professional competence. Over recent years an increasing number of departments and divisions have produced sector-and issue-specific training and competence development inputs. To assist departments and divisions to develop their own competence development programmes for gender equality an information base on available gender training and trainers is being compiled.

### *Support to competence development in partner countries*

An important element in SIDA's competence development programme in the future will be support to competence development in partner countries. Within Swedish bilateral development cooperation, the response to requests from partner Governments and partner institutions for support for gender training has always been positive.

Support has been given to gender training and gender sensitization inputs at both regional and national levels. Emphasis has been placed on developing local capacity for gender training rather than providing expertise from outside. Regional level support has included support to development of a network in Southern Africa and support to gender training as a follow-up to the Beijing Conference Southeast Asia. At the national level support has been given to gender training programmes in many partner countries including Angola, India, Nicaragua, Tanzania, Vietnam and Zambia. This has included training for judges, for public servants in general, for staff in specific ministries, etc. The most long-term and strategic approach was that utilized in Namibia where efforts were made to develop local trainers and to build up capacity in follow-up activities.

The support has, however, largely been ad hoc depending on specific requests from partners. It is necessary to develop a more strategic and pro-active approach. Apart from providing special support for gender training and sensitization inputs it will be important to mainstream attention to promoting gender equality into human resource development inputs in all programmes, particularly in public administration support and support to civil service reforms. Special emphasis will continue to be placed on developing training capacity at national and regional levels.

### *Training continues to be an important instrument*

Gender training will continue to be an important instrument in SIDA's competence development programme for gender equality. The potential for utilizing gender training within SIDA is good, given the existing "culture of training". SIDA personnel and consultants are expected to participate in training on many other issues such as environment and the Logical Framework Analysis. There is a general positive attitude to training. Even at management level there is willingness to participate in training sessions.

Gender training has been provided within Swedish bilateral development cooperation since 1989 and the experience has largely been positive. SIDA's introductory training programme has undergone considerable changes in the past years. It has been reduced in length - from three to two and a half days. The introductory workshop is complemented with a half-day follow-up session around 6 months after the training. The training takes its starting point in SIDA's Action Programme. Because the theoretical part of the training has been considerably reduced, the training focusses on practical work the participants are currently involved with. The concrete experience of participants is utilized as much as possible within the training.

Sector-specific and issue-specific training is the responsibility of departments and divisions. During 1996-97, for example, special training inputs have been developed by the responsible departments and divisions for the education sector, public administration support, support to Eastern and Central Europe, for the training

centre personnel and for SAREC (support to research).

It must be emphasized that gender equality is an integral part of all training provided within SIDA - for example, in the training on environmentally sustainable development, in management training, and training in Logical Framework Analysis.

### *Challenges for the future in competence development for gender equality*

Three key challenges for future competence development for gender equality can be identified. Firstly, to increase the number of men involved in the provision of competence development inputs. Secondly, to find new means of improving competence at embassy and field levels. And thirdly, to develop methods and instruments for improving competence in policy dialogue.

*news from around the*
## *world*

# *Banning of Female genital*

***mutilation upheld by decision of Egypt's highest court***

A decision by the supreme administrative court in Egypt overturned a lower court decision challenging the ban that was imposed by the Egyptian Health Ministry in 1996.

This decision marks the culmination of several years of debate in Egypt between Government officials and some conservatives who contend that the practice they call female circumcision is a cultural or religious issue, and not a matter for government or the courts.

The controversy began when Egypt tried to stop the practice in Government hospitals and heightened after Health Minister Ismail Sallam announced in July 1996 that genital mutilation would be banned across the board in Egypt. This action followed a long campaign carried out by Egyptian human rights organizations and women's groups. In June 1997, Mr. Sallam's ban was overturned by a lower court in a case brought by proponents of genital excisions, who argued that it was a cultural or religious practice.

The ruling of the Egyptian high court cannot be appealed. Violations carry a three-year jail sentence.

Taken from: *"Court Backs Egypt's Ban on Mutilation"*
New York Times, 29 December 1997

# Gender in Higher Level Education and Professional Training

## *in Water Supply and Sanitation*

by María Borba*

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### *Introduction*

Even though the participation of women in training and decisions in the drinking water supply and sanitation sector is catching up, this is mainly so at the local level. A more equal representation of gender-aware women vis-à-vis men at higher levels of planning and decision making in the field of water supply and sanitation would also ensure that the interests of women are represented at the higher levels. It will also positively influence the reinforcement of gender equity, the breaking down of gender stereotypes, the promotion of education and employment for women and the optimal use of female intelligence, skills and ability to work in more scientific, technical and managerial functions. Increasing female enrolment rates in higher level education and professional training will help this process (Borba, 1997, forthcoming document).

Although enrolment in all levels of education has increased fivefold since 1960 (UNDP, 1996), education and literacy for women still lag behind, particularly in the higher levels of education. Even in developing countries where women are well represented in the universities - in the Caribbean, Latin America, West Asia, and many developed countries (Goutier, 1995) - the question remains: is this sufficient?

This paper gives some insights into the gender balance in higher level sector education and professional training.

### *A gender imbalance at higher levels of education*

Curricula in higher levels of education and training still tend to be gender-biased, especially science curricula. Science textbooks do not relate to women and girls' daily experience and fail to give recognition to women scientists (United Nations Commission on the Status of Women, 1995). Moreover, young women who enter college in fields such as mathematics and engineering usually lack a strong basic education and technical background and are competing in a male-dominated circle of students, with few role models among women scientists and engineers. Their opportunities

for success and employment are very limited and they have to struggle harder to achieve equal performance and recognition.

Even in countries where the rate of female enrolment in universities is as high or higher than male enrolment, fewer women study science and engineering. The lack of women in more technical professions can have negative consequences particularly in the field of water supply and sanitation (Rodda, 1994).

In Brazil, where more than 70 per cent of the population is concentrated in the urban areas and there is a great stimulus for the participation of both sexes in all levels and types of education, the rate of enrolment of women in some universities is higher than that of men. In 1992, 53 per cent of all university and college students were women (Souto-Maior, 1993). However, it is very common for women to choose studies and careers which are not as highly valued in terms of position, salary and decision-making, either by society or by the women themselves. In the School of Public Health of the University of São Paulo, 738 women and 455 men participated in the Master's Degree and the PhD Programmes between 1973 and 1995. However, there were fewer women in Sanitary Engineering, a career with much higher salaries and status than for example 'Nutrition', 'Mother and Child Health' or 'Epidemiology', where women are much more represented than men (Lavieri, 1997).

Women are under-represented (approximately 12 per cent) in all the Engineering Departments of the Loughborough University, which supports the idea that engineering is seen as a male domain (Bell and Ince, 1993).

Technical and managerial functions are not performed better by either women or men; both can perform adequately in such positions. As women are much less represented in these categories, their number should be increased so as to combat sex discrimination within organizations and to ensure a more gender-aware perspective in environmental health programmes (Vance, 1993).

### *The water supply and sanitation sector and professional training*

In professional training, there is a similar pattern. Although much is being done to increase the participation of women in all types of high-level courses, gender bias still persists. The short courses held at the IRC International Water Supply and Sanitation Centre in The Hague, Netherlands, and those carried out with partner institutions abroad, are attended less by women than by men.

However, the proportion of male participants is even much higher in the courses where management is the main topic – e.g. in the 'Management for the sustainability of water supply and sanitation programmes' and 'Monitoring for effectiveness' courses – than in the 'Hygiene Education' and 'Hygiene Promotion' courses. To improve the gender balance, IRC is planning to offer a course on 'Management for Sustainability' for women in 1998.

### *This situation has already started during primary education*

One of the main reasons for low school attendance by girls is the fact that they are helping their mothers in domestic tasks. The collection of water can be most time – and energy – consuming and

it has been noted as among the main reasons why girls do not attend school. Doyle indicates that "in parts of Africa, it can take as many as six hours for one trip to a water source and several trips may be required depending on family needs ... parents are reluctant to have girls spend additional time away from time-consuming work at home, especially fetching water and firewood" (Doyle, 1995).

Other reasons for low female school enrolment and attendance related specifically to the water supply and sanitation sector are: inappropriate school sanitation or total lack of toilets or latrines; lack of water; and lack of privacy (Borba, 1997, forthcoming document). This represents a disincentive for girls to attend and for their families to send girls to school. In Bangladesh, many schools do not have any latrines although it is recognized that latrines are important, not only for health protection, but also for the school attendance of girls (Boot, 1995).

Moreover the curricula, teaching materials and the behaviour of teachers in the classroom are gender-biased. Other factors are the expectations of communities and cultural and social patterns of behaviour which lead girls to choose, while already in primary schools, subjects which will lead them (in the cases where they stay in the system) to subjects less valued in the labour market. Boys, on the contrary, will be involved in subjects that have a higher status in the labour market with a correspondingly higher salary. This is a common pattern and is documented in studies made in Kenya (Munyakho, 1994) and Botswana where especially boys are prepared for holding managerial, influential, better paid and prestigious positions.

### *The labour market*

In income earning, women have a much lower participation than men due to their lower education and on-job training and experience. Lower self-expectations and social expectations regarding the success of a female professional add to this situation. While the rates of female enrolment in secondary education is the same or even higher than that of men – as for Honduras, Lesotho, the Netherlands, Nicaragua, and Sri Lanka some other countries - (UNDP, 1996; Fernando, c. 1985) – women's share in income generation is lower. Even those women who have the same level of education and experience, as men tend to suffer from job discrimination (World Bank, 1995).

### *What is being done and can be done to improve this situation*

For a gender balance in participation and decision making at all levels of the sector, both men and women should benefit from education at all levels, and should be able to choose careers which lead them to decision-making positions. The introduction of non-biased gender curriculum material including gender analysis as well as the recruitment of female teachers would lead to enhancing women's participation in this sector.

The following are some examples of what is being done to improve women's participation in the water supply and sanitation sector. An example from Africa is the distribution of jobs in the water supply and sanitation sector of Botswana. Here, very few women

undertake technical training and they therefore lag behind in technical skills. Women mainly do clerical jobs which give virtually no entry to higher level positions with decision-making power (Simpson-Hebert, 1993). In handpump and hygiene projects, higher paid jobs tend to go to the men while voluntary work tends to go to women (van Wijk, 1997, for thcoming document).

Recognizing the lack of gender equity in the sector, the Botswana Ministry of Education has taken an initiative to raise public awareness on the importance of men's and women's work in the sector as technicians and engineers and produced *Work with water: a guide to careers with water, waste water and environmental protection* (Botswana Ministry of Education, 1994). This document introduces the water, wastewater and environmental protection sector to secondary level students who are about to choose a career. It shows them the importance of working in the water sector, the importance of the sector for development and how to start work in the sector. It also presents positive examples of women working in the sector so as to encourage female participation and promotes the taking up of scientific subjects in school by girls. It encourages female students to pursue careers in the water sector by presenting profiles of two female professional women and a female technician in this field.

***Technical and managerial functions are not performed better by either women or men, both can perform adequately in such positions.***

Other attempts are being made through government policies to enhance the participation of women in higher education and in the disciplines previously entered only by for men, such as engineering and informatics. An example comes from Oman, where women's presence in all male dominated jobs, from police agents to engineers, is increasing. The participation of girls and women in the educational system is stimulated by the fact that schools and universities are free of charge in Oman (Nobis, 1996).

The Asian Institute of Technology (AIT), in the Philippines, attempts to promote a greater role for women in technological development, by giving them the opportunity to pursue an advanced education in technical subjects. Research on issues that contribute to gender discrimination is being conducted in AIT's Gender and Development Studies Centre and students are being sensitized through awareness-raising programmes on the importance of respecting female intellectual contribution. ■

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# Enhancement of professional skills to address gender differences

## at Ente per le Nuove Tecnologie, l'energia e l'ambiente (ENEA)

by Anna De Carli and Elena Carra*

ENEA, the Italian National Agency for New Technology, Energy and Environment, is a non-profit public entity, dealing with scientific research and technology development in the fields of new technology, energy and environment.

Nearly half of ENEA's 3800 employees (25% of which are women) are researchers, 15% of which women. Despite these numbers, among the 43 persons in top management positions, only two are women. Among the high and middle management, constituted of about one hundred high-level managers, only one is a woman. It is also observed that women reach the top level of their career (under the glass ceiling), on an average of three years later than men.

ENEA's Equal Opportunities Commission has carried out studies aimed at understanding the reasons for such discrimination in order to suggest solutions for the problem. One of the most important studies was finalized to help develop and enhance the existing professional skills at ENEA, taking account of the influence of gender on careers.

The research study was designed to achieve two overall goals:

1) to identify emerging roles and skills by analyzing certain key processes; and

2) to see how gender differences influence work-related culture and behaviour.

The findings of the study show that many roles need to be reshaped, made more attuned to the outside world, capable of dialogue, including a significant component of enterprise and competence in accounting and marketing. But such changes cannot be brought about without matching changes in organization and management systems that can guarantee greater flexibility and narrow the gap between the formal and the de-facto organization. At the same time, management systems should be revised so as to assure flexibility and integration.

In other words, we realized that the empowerment of women must pass through an innovative human resources management system within organizations, particularly in public entities. The basic points for improvement are as follows:

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•**communication**, seen as a constitutive element of the organization;

•**diffused leadership**, seen as the ability to activate different energies and channel them towards institutional aims;

•**empowerment**, seen as a strong statement of the irreducible difference of women's work and therefore of the necessary change in the organization of work; and

•**mainstreaming**, seen as the presence of women in the decision-making process.

In order to balance the presence of women and men at all levels, including high-management levels, a prototype management project has been devised to be experimented on a sample of about 250 employees. Our aim is to provide flexible systems of personnel management; to develop team-work skills; to redesign roles which are consonant with ENEA's strategic objectives; finally, to define clear career paths within the several professional fields. At the end of the experiment, a trial system ofpermanent education will be established with the aim of restructuring the basic patterns of organizational functioning.

The complexity of the processes requires a high level of participation from the management and needs constant monitoring of the project to ensure its successful realization.

We hope to begin the experiment as soon as possible, since the proposal has been greatly appreciated by the Italian Minister for Equal Opportunities, who saw its possible future implementation in different sectors of the Italian Public Administration. ■

**INSTRAW news**

INSTRAW welcomes all contributions of news related progress in the advancement of women for publication.
INSTRAW reserves the right to select the items to be published

*The training of women has a prominent place*

## *in the Fellowship Programme of the United Nations Secretariat*

by Jacky Rafifera*

The United Nations and its agencies have made and are making important contributions to accelerate human resources development in the developing countries. For the United Nations Secretariat alone, over 105,000 fellowships have been granted since its establishment. Despite a reduction in the level of assistance channeled through the United Nations Secretariat, over 5,000 fellowships/scholarships were awarded in the last three years. The percentage of women benefiting from such fellowships/scholarships range between 20 to 30 per cent with a sustained trend towards an increase in the percentage of women nominated. It should be recalled that nominations are made by national governments. A review of trends shows that more and more women are being trained in technical fields such as energy, geology, mining, water resources and rather than in the more traditional fields such as social welfare, social work, home economics.

The United Nations Secretariat also had responsibility until recently for the United Nations Training Programme for Southern Africa (UNETPSA) which over its life span made over 10,000 fellowships/scholarship awards, over fifty per cent of which went to women. It should be recalled that UNETPSA trained individuals who later assumed leadership roles such as Prime Minister, Foreign Minister and other cabinet ministers in some of these countries upon independence. In the case of Namibia and South Africa, there are several national ministerial cabinet posts and provincial premierships that are being held by individuals who have benefited from the programme.

In recent years, the main fellowship programme functioning under the umbrella of the United Nations Secretariat has experienced a gradual reduction in level as alternative ways of providing training to nationals of developing countries are being explored; the programme faces an uncertain future in the context of the ongoing reform of the economic and social sectors.

Since its establishment, the fellowship programme has played a vital role in human resources development and as an instrument of technology transfer from developed to developing countries. Fellowships have been awarded to nationals of developing countries

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with a view to enabling the recipients to broaden their knowledge and professional skills through training facilities available in the developed countries as well as other developing countries. Awards have also been granted to officials from developing countries to enable them to participate in seminars, group training or workshops thereby contributing to updating and upgrading their skills and know-how and to a broadening of their experience through visits to industrial facilities. From time to time, the fellowship programme was called upon to design and implement special programmes. For instance, when Chad faced an acute shortage of qualified human resources to the point of constituting an emergency, a special programme granted a substantial number of scholarships to Chadian nationals in various disciplines in order to build up the human resource required for Chad to maintain its infrastructure and run its socio-economic system.

The contribution of the fellowship programme as far as women are concerned should be seen as part of a broader strategy outlined by the Secretary-General: "In keeping with the Nairobi Forward-looking Strategies for the Advancement of Women, project work in the Department of Technical Cooperation for Development area of competence has been aimed at affording women opportunities for technical training, on-the-job experience and new jobs. As part of such efforts, women have been taking a more active role in decision-making and their participation in more development projects has increased significantly.

***...the fellowship programme has played a vital role... as an instrument to technology transfer from developed to developing countries.***

Certain projects have been used to formulate policies and design subsequent projects that improve women's status. Projects of all types are reviewed for their impact on women's lives, as well as on their potential for improving future conditions for women. In addition to projects specifically designed to help women, the Department has made efforts to develop supplementary elements within projects which will ensure their fullest involvement. Where funds from United Nations Development Programme (UNDP) or United Nations Population Fund (UNFPA) were insufficient for these activities, allocations from the United Nations Regular Programme of Technical Cooperation have been used to underwrite 'piggy-back' elements covering these needs. In areas where women have lagged behind, such as in acquiring technical skills, pilot and demonstration projects supported by DTCD have also been financed under the Regular Programme" (DP/199/41, paras. 62-63). Subsequently, the Department for Development Support and Management Services (DDSMS) followed the same strategy.

In accordance with the United Nations General Assembly (resolution 44/221 of 22 December 1989) and the Governing Council of UNDP (especially, decisions 90/21 and 90/26 of 22 June and

90/37 of 20 June 1990), DDSMS provided training to governments in order to assist them to acquire the national capacity to implement projects and conform with the managerial, monitoring and reporting requirements of the multilateral donor system.

Another element of the strategy was the emphasis placed on the importance of the 'training of trainers' approach and its multiplier effect.

Evaluation, carried out as a routine part of the fellowship programme, shows that former fellows have been able to make significant contributions to their field of work in their home countries, many of them occupying leadership positions.

As the number of women who actually participate in these programme grows, so will these women, in much the same way as the male fellowships holders before them, take up important leaderships roles. Just as training is an essential key component of any development strategy, training is also the key to unlocking a new future for women in which they will participate fully not only in the workforce itself, but in decision making capacities and positions of leadership. ■

## *news from around the* **world**

### *Measures to combat* **domestic violence** *in Spain*

The Spanish government has recently announced a series of measures to combat the thousands of cases of domestic violence presented each year. The plan was presented by the Employment and Social Affairs Minister, Javier Arenas, who stated that the main initiatives are to make police more responsive to cases of battered wives, to open up centres for abused women and their children and to conduct a public awareness campaign on domestic violence.

Police and civil guard officers will be trained in handling domestic violence cases and all central police stations will have a unit dedicated to helping women. In addition women's help organizations will receive government funding and professional training programmes will be started for the victims because it has been seen that many of their problems stem from economic dependence and lack of autonomy. In March, legislation will be introduced to stiffen penalties against violent spouses, to make restraining orders easier to obtain and to speed up court cases.

Taken from: *"Spain moves to fight domestic violence"* The Miami Herald - International Edition, 17 January 1998.

INSTRAW regards such measures as significant contributions for progress towards the advancement of women. The Institute heartily congratulates the Government for adopting such progressive gender-sensitive measures.

# Training and Capacity Building for the Empowerment of Women

by Daniela Bertino*

Training is a powerful tool for the intellectual and professional growth of people promoting both their social and economic development. Not only does it contribute to the acquisition of new knowledge and skills, but also enhances human and professional awareness and facilitates the process of behavioural change. The advantages and effectiveness of training are evident when dealing with issues like gender, equal opportunities, the advancement of women; issues that need awareness before concrete actions can be taken.

All of these reasons have encouraged the International Labour Organization (ILO) International Training Centre in Turin to undertake, over the last 17 years, hundreds of training activities aimed at promoting the socio-economic status of women. Most activities are addressed to ILO constituents (governments, trade unions and employers' associations) to facilitate social dialogue and common initiatives for the improvement of women's conditions at work.

The promotion of the human rights of women and girls, with particular emphasis on International Labour Standards, is becoming a priority for the Turin Centre.

An information kit on "Women Workers Rights" has been developed in collaboration with the ILO and disseminated worldwide through the various training programmes. Together with representatives of Ministries of Labour, officials of the national bodies for the advancement of women have received this training to strengthen their role within the national decision-making process. In addition to information on Conventions and Recommendations, these courses provide tools for the elaboration of strategies aimed at the implementation of the ILO standards.

However, the juridical status of women can be "sustainable" only if supported by an improved socio-economic condition. Due to the shortage of remunerated jobs, reinforcing the economic status of women means, in most cases, supporting women's entrepreneurship development and self-employment. The strategy adopted by the Turin Centre was to intervene with training activities on policies and strategies for women's entrepreneurship development at the policy-making level, and to generate a multiplier

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effect with courses for the training of trainers on small enterprise creation at the managerial level.

### *Training activities*

Over the years, the Turin Centre has collaborated with many UN organizations and NGOs in the production of multimedia modular training packages. Its methodological/pedagogical expertise has in effect complemented the technical competence of partner organizations. Of the "products" generated by this cooperation, the packages on: "Women and new and renewable sources of energy", "Women, water supply and sanitation", "Women, environmental management and sustainable development" (in collaboration with INSTRAW); "Campaign for the eradication of female sexual mutilation" (with The Italian Association for Women in Development (AIDoS); "Socio-economic Gender Analysis" (with the Food and Agricultural Organization (FAO); "Women Workers Rights" (with ILO) are well worth mentioning.

Moreover, the new task recently assigned to the Centre by the Secretary-General of the United Nations, Mr. Kofi Annan which relates to the management of the UN Staff College[1], offers the Centre an additional opportunity to effectively contribute to the advancement of women.

The Turin Centre has also contributed to the preparation and follow-up of the Fourth World Conference on Women (FWCW) by organizing two quadripartite seminars[2] on women and work and by hosting two international expert meetings on education, vocational training and life-long learning, organized by the UN Division for the Advancement of Women (DAW).

The Fourth World Conference on Women is only a starting point; the implementation of its recommendations is now a challenging task for both governments and the international community. With its limited possibilities, through training and dissemination, the Turin Centre will do its best to support this process. ■

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[1] The UN Staff College Project is aimed at facilitating, through training activities, the implementation of the reform of the System.

[2] These activities are called "quadripartite" because they include representatives of Ministries of Labour, trade unions and employers' organizations, as well as national women's bodies.

INSTRAW focal point in

*Canada*

Institute for the Study of Women, Mount Saint Vincent University, Halifax, Nova Scotia

Of the 12 areas of concern as identified in the Beijing Platform for Action, the Institute for the Study of Women is carrying out activities related to gender-sensitivity training and capacity building in two areas — human rights and decision making and leadership.

### *Human rights and gender-sensitivity training*

The Institute is involved in a training project to deal with the burgeoning sex trade industry in Asia, particularly the Philippines. The project will strengthen civil society in Angeles City, the Philippines (with an emphasis on women) by specifically increasing the city's capacity to deal more effectively and more sensitively with the most marginalized of its citizens, namely young women in the sex trade industry. The project will direct human resource development and gender-sensitivity training, focusing on prostitution at four levels: the judiciary, the police, the community and the sex trade workers themselves. The project will give tools and training to sex trade workers to help them deal with the exploitation that they face; give tools and training to the larger Angeles community to help them sympathize with and understand the desperate situation faced by those in the sex trade; and give tools and training to judges and police to help them be more sensitive and knowledgeable about establishing a criminal court system that does not unduly punish sex trade workers. This multi-faceted, skills-training pilot programme in Angeles City is designed to facilitate and serve as a model for the emergence of similar initiatives in other parts of the Philippines and Asia. The educational component of the project, reaching from judges to sex trade workers, will affect the manner in which prostitution is perceived and treated. It is important to note that all of the Filipino and Canadian partners have international links, thus providing institutionalized bases to ensure that efforts in Angeles City will be developed and replicated in other parts of Asia.

### *Increasing women's participation in decision making and leadership*

The Institute has been involved in a pilot project whose aim is to mentor women interested in becoming politically active. In 1996, the Nova Scotia Women's Liberal Commission implemented the "pilot mentorship programme for women" in collaboration with local universities to encourage young women to develop their political skills and interests by apprenticing with seasoned women politicians. The objective of the programme is to provide women who have a genuine interest in and aptitude for politics an opportunity to apprentice or work with experienced members of the Nova Scotia Liberal Party. The candidates work with a Member of the Legislative Assembly (MLA) for a period of three months, learning the day-to-day job of a politician and at the same time, if desired, receiving academic credit. The programme has been such a success that two other main parties, the Progressive

Conservatives and the New Democratic Party, are also becoming involved in similar programmes. All of the parties now have special funds for women candidates and all provide "candidate schools" for their women candidates. Although much more work needs to be done, the future looks bright for women becoming involved in politics and decision-making in Nova Scotia.

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INSTRAW focal point in

## *Dominican Republic*

**Dirección General de Promoción de la Mujer (DGPM)**
**[General Office for the Advancement of Women]**

A recently passed law (24-97 of January 1997) modifies the Penal Code in the Dominican Republic by increasing punishments for sexual aggression and classifying crimes previously not contemplated, such as domestic violence, sexual harassment and incest. This law now provides an appropriate legal framework for combating a problem, which causes hundreds of deaths each year. In the Dominican Republic, violence is the sixth cause of female deaths and it most commonly takes place in the home, since according to statistics offered by the National Police, in 40 per cent of the cases it is the victim's partner or ex-partner who is responsible for the aggression.

Because of this situation and to increase public knowledge of the new law, the DGPM – General Office for the Advancement of Women – issued a popular brochure to be used as support material in lectures and workshops or to be simply distributed as information.

The DGPM has also entered into technical cooperation agreements with the National Police and the public prosecutor's office. By means of these agreements, technical training is provided to those persons in charge of receiving and handling the cases of violence against women. This training deals not only with the technicalities implied by the new law, but also with psychological and sociocultural aspects in order to bring about a change in attitude in services to victims. In addition, Women's Protection Departments are being established in police stations to offer legal and psychological counseling to women victims of violence. These reported cases are then recorded in an attempt to compile reliable statistics to support further research on the matter.

Through these initiatives, the important message that violence against women is no longer a private matter is reaching authorities and the public as violence against women is beginning to be treated as a public health issue.

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INSTRAW focal point in

## *Panama*

**Instituto de Investigaciones y Capacitación para la Promoción de la Mujer en Panamá (ICAPROMUPA)**

**[Research and Training Institute for the Advancement of Women in Panama]**

The Institute has been involved in several activities related to capacity building and training, some of which are described below:

One-day event on "Gender and public policy" attended by a group of 60 women representatives of NGOs, including ICAPROMUPA, all of them members of the Coordinadora de Organizaciones para el Desarrollo Integral de la Mujer (CODIM) [Coordinator of Organizations for the Integral Development of Women] aimed at reviewing development concepts and policies in the areas of environment, education, employment and health.

Conference on gender perspectives for five new volunteers of ICAPROMUPA with a focus on sexism, new terminology and a history of feminism in Panama.

Six members of ICAPROMUPA attended, along with other members of CODIM, an event on "Strategic planning 1997-1999". The objective of this event was organizational development and the representation achieved by the NGOs to guarantee their sustainability.

As part of the project "Gender Training" for the implementation of the National Women and Development Plan that has funding from the European Community, eight members of ICAPROMUPA have attended courses on Introduction to gender analysis, Gender analysis and its application in policy; Strategic planning; and Socio-economic policies.

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## *Recent publication*

***of Equity Policy Centre (EPOC)***

***Street Foods: Urban Food and Employment in Developing Countries, by Irene Tinker Oxford University Press, 1997***

*Street Foods* recounts efforts of an action-research project by a small research group, the Equity Policy Centre [EPOC], to improve the income of street food vendors and the safety of the food they sell. The original studies were conducted in provincial cities in seven countries: Bangladesh, Egypt, Indonesia, Nigeria, Philippines, Senegal, and Thailand. Descriptions of the cities and their street foods, including recipes of local favorites, comprise the first part of the book. So intriguing were the preliminary findings that the Food and Agricultural Organization (FAO) and independent scholars expanded the research to many other cities. These findings are

incorporated in the analytical chapters of the book.

Unique is the long-term perspective concerning the impact of the project: Tinker revisited the study sites after five years to find out what had happened regarding the recommended interventions for enhancing the vendor income or the food safety. Two issues are paramount: governmental attitudes toward the street food trade, and efforts within and outside the government to train vendors in food handling and to offer them other services.

Once the studies proved the importance of street foods in the economy of a city and in the food habits of its citizens, municipal authorities reversed their attempts to eradicate vendors and their carts. Despite bomb threats, a city councilwoman passed legislation to legitimize carts in downtown Manila (Philippines). In Nigeria, local authorities have erected mini-food malls for vendors to protect them from the wrath of the national military government. In Egypt, the local governor encouraged his staff to join with vendors to form their own organization.

Food safety is a global issue but street foods are generally no more contaminated than food served in local restaurants or in the average home. The FAO altered its earlier denigration of street foods and helped fund a major project in Bogor, Indonesia, that built on the EPOC study and provided a model for training throughout the country. FAO also supported multi-city studies in Nigeria that underscored ethnic and regional variations of the trade.

Details of the street food trade provide robust comparative data on the vendors themselves and the income from their microenterprise. Challenging much conventional wisdom about the informal sector, the study documents an economic activity that produces an income ranging from minimum wage to higher than teachers or government clerks. Successful vendors work in the trade for a lifetime, but many casual vendors sell as a supplement to other activities. Findings support the efficacy of assisting microentrepreneurs rather than only investing in larger industries that grow.

Gender analysis shows that in Africa and the Caribbean, women and men run their separate enterprises but in Asia, vending is a family affair. The importance of women in the trade reflects the need of most poor women to balance the earning of income with household responsibilities. The often contentious debate over whether microenterprise, like other home-based work, further exploits women is updated with information about new methods of organizing home workers.

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## Himalayan Action

### *Himalayan Action Research Centre (HARC)*

In response to the 73rd amendment of the constitution of India which seeks to ensure women's political participation by providing women with 33 percent representation in local government, the Himalayan Action Research Centre provides training for the newly elected women in the Panchayati Raj (local government)

to enhance and strengthen their capacities and enable them to participate more effectively in politics. Also included in HARCs programme are capacity building activities aimed at different actors of development at various levels through which training is provided for government officials, NGOs, public representatives and villagers. To expand the outreach of the Centre a Regional Resource Centre has been established and a number of Village Information Centres to make it easier for people, especially women, to have access to information related to health, Panchayati Raj, environment, development programmes and schemes, agriculture, horticulture, animal husbandry, and law in addition to international documents for the advancement of women.

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## *Director Appointed*

Ms Yakin Ertürk (Turkey) has been appointed as Director of INSTRAW as of 15 October 1997. Ms Ertürk comes to INSTRAW from academia, having been a professor in the Department of Sociology of the Middle East Technical University in Ankara. Other universities in which she has teaching experience are Hacettepe University, University of King Saud, Cornell University, Queens College - City University of New York. As a consultant, Ms Ertürk has undertaken tasks in development projects for FAO, IFAD, and UNDP. She is the author of numerous professional reports, research studies and other publications in several languages. As a trainer, Ms Ertürk has participated in projects sponsored by the World Bank and UNDP. She was also a "gender awareness" trainer on the Beijing Express, en route to the Fourth World Conference on Women. Ms Ertürk serves as a member of Advisory Committees in Turkey such as those for Elimination of Child Labour - Ministry of Labour; Improving Women's Employment - State Ministry Responsible for Women's Affairs and Social Services; the UNESCO National Commission; among others.

## *International Day*

### *of No Violence Against Women*

In commemoration of the International Day of No Violence Against Women, 25 November, INSTRAW hosted an event at its headquarters in Santo Domingo to which numerous representatives of government ministries, women's organizations, UN agencies, international development agencies and embassies attended. The event was opened by a welcoming address from INSTRAW Director, Yakin Ertürk and featured two guest speakers: Yamila Azize of the University of Puerto Rico in Cayey, and Krishna Ahooja Patel of St. Mary's University, Halifax, Nova Scotia, Canada, who discussed the

different types of violence against women and how violence against women impedes the achievement of sustainable development.

The celebration of International Day of No Violence Against Women on 25 November was first proposed at the First Feminist Encounter held in Colombia in 1980, in honour of three sisters, Patria, Minerva and María Teresa Mirabal, who were brutally murdered on 25 November 1960 for their political opposition to the Trujillo regime (1930-1961) in the Dominican Republic.

Because of their opposition activities, the three sisters were persecuted and jailed, as were their husbands. It is said that the sisters were later freed from jail as part of a preconceived plan to have them killed. They were murdered along with their driver, Rufino de la Cruz, along a lonely stretch of highway on the way to Puerto Plata (a city on the northern coast of the island) as the sisters were traveling to visit their husbands who were still in jail. The incident was then made to look like an accident.

The memory of the Mirabal sisters and their struggle for freedom and respect for human rights has transformed them into a symbol of dignity and an example of patriotic struggle which, over time, has transcended the limits of their island home to reach Latin America and other parts of the world. In fact, the Ambassador of the Dominican Republic to the United Nations, Ms Cristina Aguiar, has proposed that the 25th of November be accepted as an official day observed by the United Nations.

### *INSTRAW Publications Available in UN Bookshops*

INSTRAW's publications are sold and distributed by United Nations Publications (UNP). This means that the Institute's publications may be purchased at the UN Headquarters Bookshop and the UN Office in Geneva Bookshop as well as through the UN Publications Offices in New York and Geneva. In addition, INSTRAW publications will be distributed at many international conferences and fairs as part of the UN publications offered at such events.

### *In memory of Pari Soltan-Mohammadi*

INSTRAW was deeply saddened by the loss of Ms Pari Soltan-Mohammadi earlier this year. She was truly dedicated to the cause of the socio-economic advancement of women and worked tirelessly towards this end.

She began her career in the United Nations in 1977 when she was appointed as Deputy Director of the Asia and pacific Centre for Women in Development. In 1979, she moved with the centre to the Economic and Social Commission for Asia and the Pacific (ESCAP) headquarters in Bangkok, Thailand.

Following a subsequent move of the Centre to Kuala Lumpur, Pari became the Regional Adviser for Women in Developmetn in the Social Development Division at ESCAP. During the time she was at ESCAP, she headed the ESCAP Task Force on Women and was active in ESCAP's Women in Development (WID) Forum.

In 1992, she transferred to INSTRAW as Chief of Research and Training. Her colleagues at the Institute have many very fond memories of her during her stay in Santo Domingo from 1992-1993. She was dedicated in her work, always cheerful and a good friend to all.

In late 1993, she accepted the position of Focal Point for Women in the UN Secretariat in New York and was responsible for drafting a Master Plan for the Advancement of Women in the UN Secretariat.

INSTRAW mourns the loss of one of its most ardent supporters and a wonderful friend.

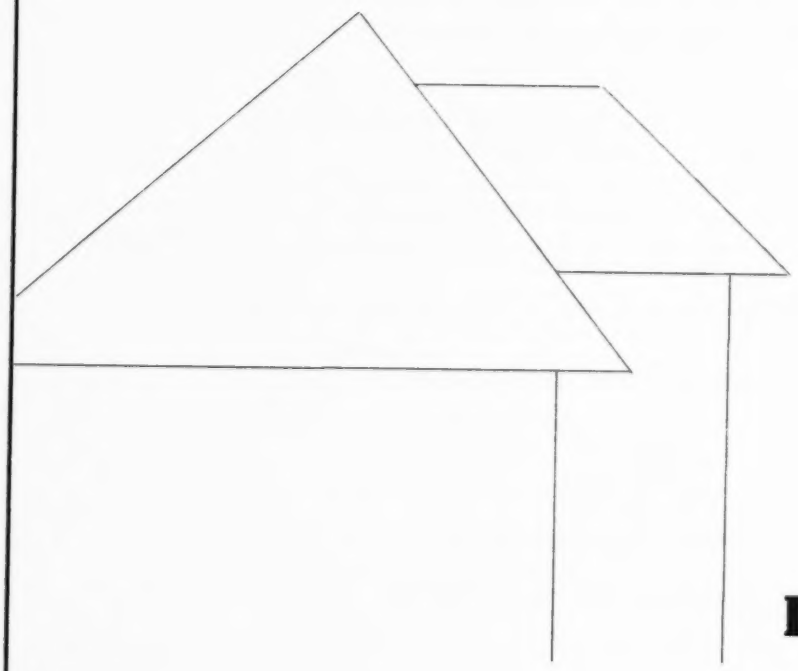
## *Next issue*

The next issue of INSTRAW News (first semester 1998) will focus on women's human rights as the year 1998 marks the 50th Anniversary of the Universal Declaration of Human Rights (1948).

# *acronyms and abbreviations*
***used in this issue***

| | |
|---|---|
| AIDoS | Italian Association for Women in Development |
| AIT | Asian Institute of Technology |
| CODIM | Coordinator of Organizations for the Integral Development of Women |
| DAW | Division for the Advancement of Women |
| DDSMS | Department of Development Support and Management Services |
| DGPM | General Office for the Advancement of Women |
| DTCD | Department of Technical Cooperation for Development |
| EPOC | Equity Policy Center |
| ENEA | Italian National Agency for New Technology, Energy and Environment |
| ESCAP | Economic and Social Commission for Asia and the Pacific |
| FAO | Food and Agricultural Organization |
| FEMNET | African Women's Development and Communication Network |
| FWCW | Fourth World Conference on Women |
| GEN | Gender Experts Network |
| HARC | Himalayan Action Research Centre |
| ICAPROMUPA | Research and Training Institute for the Advancement of Women in Panama |
| IDS | Institute of Development Studies |
| IFAD | International Fund for Agricultural Development |
| ILO | International Labour Organisation |
| IRC | International Water Supply and Sanitation Centre |
| KIT | Royal Tropical Institute |
| MLA | Member of the Legislative Assembly |
| NGO | Non-governmental organization |
| SIDA | Swedish International Development Cooperation Agency |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNETPSA | United Nations Training Programme for Southern Africa |
| UNFPA | United Nations Population Fund |
| UNICEF | United Nations Children's Fund |
| UPS | United Nations Publications |
| WID | Women in Development |

# Valuation of HOUSEHOLD PRODUCTION and the SATELLITE ACCOUNTS



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# Valuation of Household Production and the Satellite Accounts

This report is a sequel to the monograph entitled **Measurement and Valuation of Unpaid Contribution: accounting through time and output**. It explores approaches to the development of output measures of "satellite accounts" on household production and presents some original output-based valuations in Canada, Finland and Nepal. The primary objective is to assess the viability of achieving a common understanding and agreement on the framework and methods for measurement and valuation of unpaid work and its reflection in economic indicators through "satellite accounts".

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for the Advancement of Women

## INSTRAW news

The main purpose of INSTRAW News is to report on the work of the Institute and, in doing this, to record research trends, disseminate training materials, and promote networking on women in development issues at a global level. The editorial policy of INSTRAW is to select events, news and items linked with its programmes and related activities. INSTRAW News is published in English, French and Spanish, with a circulation of 7,000 distributed to governmental and non-governmental organizations, research centres, women's groups and individuals in over 120 countries.

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